

THE EFFECTIVENESS OF READING, ENCODING, ANNOTATING, AND PONDERING (REAP) STRATEGY IN IMPROVING STUDENTS' READING SKILL

Fitri Awaliyatush Sholihah
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang
Email : fitriawaliyah99@yahoo.com

Abstract : Reading skill is a crucial skill for both English as a Second Language (ESL) and English as Foreign Language (EFL) students. To improve the students' reading skill, Reading, Encoding, Annotating, and Pondering (REAP) strategy becomes an alternative strategy to be applied in teaching reading. Therefore, this study was aimed to identify the effectiveness of applying REAP strategy in improving students' reading skill. The study was conducted on second semester students of English education department of University of Islam Malang. The method used in this study was Quasi-Experimental research that used 2 classes, consists of one control class and one experimental class. The researcher did a treatment by applying Reading, Encoding, Annotating, and Pondering (REAP) strategy to the experimental class, while on the other hand, conventional method or lecturer-centered was applied in the control class. The result of the study showed that the T-test of this research is 58 and the T-table of this research is 2.926. It can be seen from the calculation of reading test result between the experimental class and the control class, H_0 is rejected, and the H_a is accepted because $58 > 2.926$ or the T-test $>$ T-table, and $p = 1,367 > 0,05$. It meant that Reading, Encoding, Annotating and Pondering (REAP) was effective to improve students' reading skill, and there was a significant difference between students who taught by applying REAP strategy and those who did not.

Keywords: *Reading skill, Strategy, Reading Encoding Annotating and Pondering (REAP)*

Introduction

As an academic community, students are required to understand and use English properly, both orally and in writing, as well as actively or passively. Knowing the important role of English in science and technology, students must master the four language skills in English, listening, speaking, reading, and writing. Reading skill is considered as a language skill that supports the three other language skills. Reading is treated as one of two or more interrelated skills (Brown, 2001: 313). The statement implies that reading ability can be the basis for developing other language skills well. In line with Harmer (1999: 44), he states that reading is a receptive ability, in which the community needs the ability to accept written language. In other words, reading is a reconstruction of meaning derived from a written language.

Reading is a very important language skill for student success. By reading, students can obtain various information from various sources of reading and it is a process of activation of knowledge and exchange of information from one person to the reader, as stated by Sulistyono (2011), reading is essentially a form of communication between writers and readers which is mediated through a written text.

Knowing the importance of reading ability in English, this research is aimed at improving students' reading skill. In the reading activities, students are not only required to understand the meaning of written text in English, but students must use all the information they have to make conclusions critically and creatively, dive into the author's intentions, and evaluate the ideas presented in the text (Sumarwati, 2010:5). All activities are conducted to achieve the students' reading comprehension skill.

One of the strategies that the researcher wants to examine the effectiveness in improving students' reading skill is Reading, Encoding, Annotating, Pondering (REAP) strategy.

REAP is a reading comprehension learning strategy developed by Eanet and Manzo (Tierney, Readence, & Dishner, 1990: 289). A strategy that ensures the usefulness of reading and encourages learners to think critically and pours their understanding in short writing using their own words. REAP is also a strategy for printing information in long-term memory.

The four stages students must take in this REAP strategy are reading, encoding, annotating, and pondering. The four steps in the REAP strategy are implemented with the guidance of the lecturer. Some studies that have been done by applying REAP on improving students' reading ability show a positive contribution, especially for reading skill in English. Mirzana (2014) states that Reading, Encoding, Annotating, and Pondering (REAP) can improve students' reading comprehension. English teachers can apply Reading, Encoding, Annotating, and Pondering (REAP) strategy as an alternative teaching technique to help students improve their reading skills. Therefore, in this study, researcher applies the strategy of Reading, Encoding, Annotating, Pondering (REAP) to measure how effective the strategy is in improving students' reading skill, especially students of English education department.

Reading is an ability to understand written material. Reading is not a simple matter, it is a process of interaction between the reader and the text, the ability to understand what is written in the text becomes very important. According to Tarigan (2008: 7), reading is a process conducted and used by readers to obtain messages to be conveyed by the author through the media words or written language. Reading demands a meaningful process towards a group of words that is a unity so that the meaning of words individually can be known.

Meanwhile, Gie (1995: 272) reveals that reading is a series of mind activities of a person who is done attentively to understand the meaning of a description presented to the sense of sight in the form of symbols and other signs. Reading as a process encompasses all the activities and techniques of the reader that lead to the goal through certain stages. The process in this case is re-encoding and giving meaning to the password or understanding of meaning. Reading as a result is the achievement of a communication of thoughts and feelings between the author and the reader. From some of the above definitions, it can be concluded that reading is a process of meaning the symbols made by the author, so that readers can declare accept, reject, or suspend opinions about the author's idea.

According to Nunan (1991), reading comprehension skill is defined as a process that actively involves the compilation of meanings between passages in the text, and between text and personal experience. And a similar opinion was stated by Spears (2000: 5). Reading comprehension skill is the most important skill of a first language learner or second learner because reading activities require the reader to work on meaning-making by correlating to prior knowledge. To measure the reading comprehension skill, students can apply reading comprehension test. The reading comprehension test can be structured based on Barret's taxonomy. Barret taxonomy is a reading taxonomy developed by Thomas C. Barrett. Barret taxonomy is divided into five categories, namely literal understanding, reorganization, inferential comprehension, evaluation, and appreciation (Zuchdi, 2008: 20). The five categories can be explained as follows.

Literal understanding

The literal understanding emphasizes the understanding of the items of information expressed expressly in the text. The purpose of this stage is to understand the idea or information that is written in the text. The reader's activity at this stage is to recall the facts set in the passage and determine the main sentence in the paragraph.

Reorganization

The reorganization stage demands the reader to analyze, synthesize, and compose explicit information in the reading. Readers are required to paraphrase the contents of discourse. In addition, this stage also requires readers to be able to determine the theme of reading.

Inferential understanding

Interpretation is implicitly a demand that readers must meet at this stage. Readers are required to analyze, synthesize, and reorganize implicitly stated information in the reading. The reader gains a sense of meaning with the thinking process using intuition and imagination.

Evaluation

Evaluation is the stage of assessment of reading content related to quality, accuracy, and usefulness of ideas in the discourse. The assessment applies to the correctness of the language used, the authors conclusion, and the conformity of the information with the facts. Completeness of information submitted by the author is also a material assessment at this stage.

Appreciation

Appreciation is the stage of reading the reader's reading. The appreciation of the reader is an appreciation involving the affective dimension. This stage requires the reader to be sensitive to a work emotionally and aesthetically.

Generally, those aspects are reflected in Reading, Encoding, Annotating, Pondering (REAP) learning strategy. The REAP is a reading strategy developed by Eanet and Manzo (Tierny, Readance, & Dishner, 1990: 289). The REAP strategy (read, encode, annotate, ponder) is an alternative strategy for controlling reading activity and directing learners to the steps in reading. The purpose of this strategy is to improve the reader's comprehension skill by helping the reader to make the author's idea into their own words. The implementation of the REAP strategy is done by actively engaging the reader into the author's ideas contained in the text. It means to communicate the ideas contained in the text using their own language. Thus, the readers can understand the text well. The second goal of the REAP strategy is to develop students' writing skills as one of the aids for further learning and recall the ideas they gain through reading. In the REAP strategy, writing activities are used as a means to translate the author's ideas into their words of themselves.

The fourth stage is the stage of reading (reading), encode the author's idea (encoding), making a notes (annotating), and contemplate the content of the reading (pondering). (Tearny, Readance, & Dishner, 1990: 289).

Reading

The reading or reading phase is the first step in the REAP strategy. At this stage, students read the text that has been provided. Through reading activities, the reader is expected to determine the ideas expressed by the author.

Encoding

The second stage in the REAP strategy is the encoding or encoding stage of the author's idea. At this stage, students determine and encode the author's ideas. After reading the readings provided by the teacher and finding the author's idea, the student subsequently rewrote the author's idea with his own words.

Annotating

The third stage in the REAP strategy is the annotating stage or making a note. At this stage, students take note of the author's ideas for themselves or share them with others. Writing an annotation requires the reader to interact with the author's idea, digest the ideas into his own language, and make the idea a writing material. The role of the lecturer in the annotation writing process is quite important. Teachers are advised to guide students to discuss. Discussions in the REAP strategy are about writing annotations, teaching students to write notes, and reflecting on the importance of annotations.

Pondering

The last stage in the REAP strategy is pondering or contemplating criticism. At this stage, the teacher guides the students to reflect on the contents of the reading they have read. Students submit comments and criticisms on the contents of the text. The comments and criticisms are discussed together in a class to get the final conclusion and equate the students' and teachers' perceptions of the content that the students have read.

Method

This study was an experimental study. The variable in this research consisted of dependent and independent variable. The independent variable in this research was reading, encoding, annotating, and pondering (REAP), the dependent variable consisted of reading skill.

This research used quasi experimental research design with quantitative approach. The design of this research was used to measure the effectiveness of the use of REAP strategy in improving students' reading skill, and to compare whether there is a difference between the groups of students who are given instruction based on the REAP strategy with the students who are not given the strategy based teaching to improve the reading skill.

The population used in this study is all students of semester 2 consisted of 150 students in the academic year 2017-2018 of English education department of University of Islam Malang. The sample in this research was taken by random sampling technique that point two classes. The number of samples in this study is 59 students consisting of 30 students from class 2C and 29 students from class 2D. All students were given pre-test to know the ability to read early before treatment was given. Two groups were taken, the experimental group is the one with the lower average grade, and then they were taught by applying REAP strategy, while the control group was the class with the students who have a higher average grade. The selection of the subject was to consider that they have received a reading skill course for approximately one semester.

The research instrument in this research was reading test. A multiple-choice reading comprehension test and essay. The validity and reliability of the questions on the test was also analyzed by the expert. The validity of the content on the question item would be compared with the curriculum, whether all the items on the question have represented the abilities that should be measured, as mentioned in the Reading 2 course curriculum.

Data were obtained from two types of tests; Pre-test and post-test. The focus of this research is the application of learning strategies to improve the reading skill. Learning strategy used in this research was Reading, Encoding, Annotating, Pondering (REAP). To obtain the data, Pre-test were conducted to analyze students' reading skill in English before implementation of the strategy. Pre-test is given to the control class and experiment class on the second semester

students of English education department. This pre-test is necessary because researcher would compare the results of pretest and post-test.

Furthermore, the implementation of the REAP strategy was carried out in the experimental group in several meetings. Post-tests were the final scenario on the acquisition of this research data. Post-tests were given to the experimental class and control class. Post-tests are intended to measure the results of reading ability acquisition after the implementation of the REAP strategy. After obtaining the data from the test, the researcher compared the post-test score of the two groups. The researcher also analyzed the data using the SPSS 20 statistical program. The data analysis used the T-test to determine the differences between the two groups; Experimental groups were given REAP strategy-based teaching and control groups were given conventional methods in reading English activities.

Result and Discussion

The data of this research is students score in pre-test and post-test. Pre-test was given in the first meeting in reading class and then followed by implementing strategy (treatment) for four meetings. The post-test was conducted after the researcher applied four meetings on the same day. The results of t-test in analyzing the data are the following:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test C	30	70	80	77.07	3.005
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test E	30	70	84	76.90	3.763
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Postes C	29	62	82	77.28	4.574
Valid N (listwise)	29				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Postes E	30	70	90	81.37	5.968
Valid N (listwise)	30				

It can be seen from the table that the students' reading skill in the experimental class after being given the treatment of using REAP technique were higher than the students' reading skill in the control class who did not get the treatment of using REAP strategy. It is proven by students' pre-test and post-test score. The mean of pre-test of students in experimental class was 77,07 and control class was 76,9. Meanwhile the mean of post-test of students in experimental class was 81,37 and the control class was 77,28. Then, t-test was also conducted to measure the significant difference between students who taught by applying REAP strategy and those who taught by traditional method in reading class.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00002	Equal variances assumed	2.043	.158	-2.926	58	.005	-4.000	1.367	-6.736	-1.264
	Equal variances not assumed			-2.926	54.042	.005	-4.000	1.367	-6.741	-1.259

From the data analysis using SPSS 20.0. It was showed that the T-test of this research is 58 and the T-table of this research is 2.926. It can be seen from the calculation of reading test result between the experimental class and the control class, H_0 is rejected, and the H_a is accepted because $58 > 2.926$ or the T-test $>$ T-table, and $p = 1,367 > 0,05$. It meant that Reading, Encoding, Annotating and Pondering (REAP) was effective to improve students' reading skill, and there was a significant difference between students who taught by applying REAP strategy and those who did not. In other word, the results showed that statistically the two groups had significant differences where the experimental group had an average superiority compared to the control group.

The use of Reading, Encoding, Annotating, and Pondering (REAP) strategy can improve the students' reading skills of experimental group. These findings are supported by J. Allen (2012) who also found that the strategy of reading, encoding, annotating, and pondering is a strategy that can help improve students' understanding of English reading activities. In addition, these findings are in line with (Tierney, Readence, & Dishner, 1990: 289) who said that The REAP strategy (read, encode, annotate, ponder) is an alternative strategy for controlling reading activity and directing learners to the steps in reading. The purpose of this strategy can be seen from the following quote: "The REAP technique is designed to increase the comprehension of readers by helping them to develop their knowledge".

Meanwhile, these findings are also supported by two goals of the REAP strategy proposed by (Tierney, Readence, & Dishner, 1990: 289) The first goal is to improve the reader's understanding ability by helping the reader to make the author's idea into their own words. The implementation of the REAP strategy is done by actively engaging the reader into the author's ideas contained in the text. It is meant to communicate the ideas contained in the reading using their own language. Thus, the reader can understand the reading in depth so that they can increase the meaning in the processing of the writer's ideas.

Conclusion

The findings indicate that there were significant differences in the experimental group who were taught by Reading, Encoding, Annotating, and Pondering (REAP) strategy in reading class and the control group who were taught by traditional method in reading class. In conclusion, that strategies such as reading, encoding, annotating, and pondering can create a positive impact on students to improve their reading skill. Furthermore, the average score of experimental class is 81,37 and the average score of control class is 77,28. It revealed that the group of students' taught REAP technique achieved substantially higher mean score of post-test in comparison to

the mean score of post-test in the group of students' were not taught by REAP technique. In short, it may be safely inferred from the above findings that Reading, Encoding, Annotating and Pondering (REAP) technique is more effective to improve students' reading skill on second semester students of English education department of University of Islam Malang.

References

- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd edition). New York: Addison Wesley Longman
- Gie, The Liang. 1995. *Cara Belajar yang Efisien: Sebuah Buku Pegangan untuk Mahasiswa Indonesia*. Yogyakarta: Liberty Yogyakarta.
- Harmer J. 1999. *The Practice of English Language Teaching*. UK: Ashford Colour Press. Ltd
- J, Allen. 2012. *Tools for Teaching Content Literacy*. Stenhouse. (<http://www.west.net/~ger/index.html>)
- Mirzana, A.Z. 2014. *Studi Komparasi Penggunaan strategi REAP (reading, encoding, annotating, pondering) dan strategi kwl (what i know, what i want to know, what i have learned) Dalam pembelajaran membaca pemahaman*
- Nunan, D. 1991. *Language Teaching Methodology: A Textbook for Teacher*. New York: Prentice Hall
- Spears, D.M. 2000. *Improving Reading Skills*. San Fransisco: McGraw-Hill Inc.
- Sulistyo, G.H. 2011. *Reading for Meaning*. Malang: Pustaka Kaiswaran
- Sumarwati dan Purwadi. 2010. *Pembuatan Pertanyaan Awal pada Kegiatan Membaca untuk Meningkatkan Kemampuan Membaca Intensif*. Diksi, Volume 17, Nomor 1, Januari 2010
- Tarigan, Henry Guntur. 2008. *Membaca Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa
- Tierney, Robert J dan John E. Readence. 1990. *Reading Strategis and Practies – A Compendium*. USA: Allyn and Bacon
- Zuchdi, Darmiyati. 2008. *Strategi Meningkatkan Kemampuan Membaca*. Yogyakarta: UNY Press